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ABSTRACT

Activities of the final ten months of a 30-month project to establish a statewide information service network for Pennsylvania as a model for other states are reported and analyzed. Major objectives are said to have been accomplished with establishment of the network serving 468 local school districts through 24 intermediate units, and through cooperative activities with four other states. Final activities of the project in line with each objective are described, and major departures from the objectives explained. Appendixes include survey forms and other relevant documents. (SK)

ED105900

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Research and Information Services for Education

RISE

Training Project

FINAL REPORT

GRANT #OEG-0-71-3879

PERIOD 6/15/71 - 12/31/73

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INTRODUCTION

This final report concludes the Research and Information Services for Education Training Project (OEG-0-71-3879) which began under the auspices of the National Center for Educational Communication of the United States Office of Education and was subsequently transferred to the National Institute of Education. While the original project was initially scheduled for 18 months beginning June 15, 1971, at a cost of $65,000, the project was subsequently extended to December 31, 1973 (total project period of 30 months) with an increase of $13,000 for a total cost of $78,000.

In addition to frequent phone contacts between the project director and the federal government's project officer, as well as meetings at mutually attended conferences, activities of this project have been reported in previous Progress Reports as follows:

Progress Report I: submitted August 30, 1971; 26 pages including appendices

Progress Report II: submitted December 31, 1971; 56 pages including appendices

Supplement to Progress Report II: submitted December 31, 1971; 196 pages

Interim Report on Training Provided to Washington, D.C.: submitted February 29, 1972; 34 pages

Progress Report III: submitted February 15, 1973; approximately 200 pages

In addition to these reports, other documentation on overall R.I.S.E. developments including the R.I.S.E. Monthly Report on Utilization were submitted regularly. Important special publications included:

Notes on Establishing an ERIC Educational Information Center (ED 065 736)

Center Sources: A Collection of Materials Currently in Use by Educational Information Centers (ED 076 222)

Profiles of Educational Information Centers; September 19, 1972

Because these documents are presently on file with N.I.E. and because they were incremental in development, this Final Report reflects project activities in the last 10 months of the project.

In our estimation, the major objective of the R.I.S.E. Training Project was the establishment of a state-wide information service network using the Intermediate Units. This has been accomplished. For the 1974-75 school year, 24 Intermediate Units and, through them, 468 local districts are participating in R.I.S.E. services and paying for a portion of the costs. Growth in usage has approched a consistency of 80% increase per year.

The second major objective of the project was the provision of training assistance to other states as they built their capacity to provide information services. While the direct effects of R.I.S.E. efforts in this area are more difficult to ascertain, it is apparent that activities in Kansas, Texas, Iowa and at A.C.E.S. in Connecticut have benefited from R.I.S.E. experiences. A much larger potential audience was undercut by the aborting of the proposed Extension Agent system of N.C.E.C. in June of 1972. However, new initiatives from N.I.E. for fiscal years 1975 and 1976 may assist in providing a belated but fertile ground for the use of R.I.S.E. training materials.

SUMMARY

MAJOR ACTIVITIES OF THE TRAINING PROJECT

Objective 1 - "To design and implement an information needs and characteristics analysis, directed toward educators in the Commonwealth of Pennsylvania."

Emphasis upon the User Analysis component (Objective 1) was to have been the introductory thrust of this project. Having learned that the National Center for Educational Communication had scheduled a national conference, upon the agenda of which was included User Analysis, we limited initiatory activities to consideration of - and decisions concerning - the logistics of data collection and analysis, population determination, and related areas. Consultation with, and assistance from, the Pennsylvania Department of Education's Bureaus of Educational Quality Assessment and Research permitted the determination of a state-approved sample population. In addition, R.I.S.E. conducted an in-house search of the literature concerning user needs and analysis (See Appendix A, Progress Report #1). In view of the state-oriented component of the project, Intermediate Unit Resource Utilization Specialists were the logical choice as field agents for the collection of data.

Following discussions with Colin Mick (Institute for Communication and Research, Stanford University), during and after the N. C. E. C. Silver Spring (Md.) Conference (September, 1971), procedural and cost feasibility considerations led to the decision to establish a data base by separate analysis of Pennsylvania data collected for, and used in, the Stanford University National Information Sensing Project study (See Appendix 1, Progress Report #2).

Our participation in, and coordination with the Stanford study gave us a functional data base, which we received in late September, 1972. Timing problems (detailed in Progress Report #3) caused us to be concerned about the depth of detail contained in the Pennsylvania findings--and concurrent apprehension concerning the extent to which they permitted us to fulfill our obligations to the Training Project contract. (See related items in Appendix I, Project Report #3.) That apprehension led to the inclusion of follow-up user analysis activity as an objective for the agreed extension of the Training Project contract.

The user analysis follow-up was conducted during the extension phase of the Training Project. The resultant updated and expanded data base allows a higher confidence level concerning developmental and growth activities at R.I.S.E. As well, it removes any doubts R.I.S.E. has concerning the fulfillment of contract obligations. Appropriate materials and reports related to the R.I.S.E. "Information Needs Survey" are included in Appendix I of this final report.

In addition to that activity, R.I.S.E. has implemented an informal "user evaluation response" procedure which permits periodic updating, and assures increased item accuracy for future user needs analysis surveys (See Appendix I).

Objective 2 - To provide for the extension and expansion of an existing model information center (Project R.I.S.E.) to a wider geographical service area - providing leadership in the delivery of responsive information services throughout the Commonwealth of Pennsylvania.

Project Report #3 submitted a complete growth history, in verbal format. The reader is referred to that document. Non-participating Intermediate Units have been reduced from seven to five in the interim period.

Submitted herewith (Appendix II) is a tabular record of the growth of R.I.S.E. services to school personnel in Pennsylvania.

Objective 3 - To develop and execute a training program with appropriate materials and simulations for acquainting Resource Utilization Specialists from each Intermediate Unit with the processes of information storage and retrieval, and to enable each Specialist to carry out the "question negotiation" services for the local school districts in his Intermediate Unit.

The following chronology of progress toward this objective summarizes the specific descriptive reporting of Progress Reports #1, #2 and #3:

1971

June 22-25 - Project Director outlined proposed "Responsive Information Services Network" to Executive Directors of Pennsylvania's 29 Intermediate Units.

Aug. 2 - Don Carroll, Assistant Commissioner, Basic Education, Pennsylvania Department of Education (P.D.E.), officially announced the establishment of a "state-wide educational information network" - and the Resource Utilization Specialist (RUS) Training Program.

Aug. 11 - R.I.S.E. made presentation to Intermediate Unit (I.U.) #16 personnel (staff and superintendents) in order to acquaint district personnel with the information network, and RUS concepts.

Aug. 20 - Official participation invitation was sent to each I.U. requesting appointment of candidate for RUS training and announcing intent to conduct three 1½ day RUS training sessions. (See Appendix B, Progress Report #1).

October - First RUS Training Workshop conducted. (See "Supplement to Progress Report #2.)

Dec. 6 - Presentation of Position Paper regarding services to Intermediate Units, to I.U. Executive Directors, and establishment of costs for such services. (See Appendix II, Progress Report #2.)

Dec. 8 - Position paper was submitted to RUS's, intra-group discussion was requested, and deadline for preliminary "intent to participate" was established. (See Appendix III, Progress Report #2.)

1972

April 13, 14 Twin RUS Training Workshop(s) #2 conducted (See Appendix III,
17, 18 Progress Report #3).

May/Dec. - Onsite (I.U.) Workshops for key I.U. personnel and local district representatives as invited and/or nominated by the I.U. (See Appendix III, Progress Report #3).

During the contract extension period, two additional RUS Training Workshops were conducted.

(A) On January 23 and 24, 1973, R.I.S.E. conducted a program which concentrated upon orientation and introductory training of new RUS personnel

as well as selected personnel from the Pennsylvania Department of Education, and upon reinforcement and extension skills activity for others. The program for that session and related materials are included in Appendix III. Note that specific invitations were sent to Executive Directors of the seven I.U.'s which were not as yet participating, urging that each send an observer to the session(s).

(B) A new feature was included in the RUS Training Workshop on July 17-18, 1973. R.I.S.E., responding to a need expressed by several RUS's, included their secretaries in the session, and conducted program activities geared specifically to their needs. One highlight of the workshop was a presentation by Dr. Charles Mojkowski, Project Manager, Rhode Island Education Information Center. Dr. Mojkowski discussed the Rhode Island "extension agent" model, and the integration of information services into the agent's field service activity. Program and related materials are included in Appendix III.

Subsequent to the terminal date of the contracted Training Project, R.I.S.E. has conducted two additional RUS workshops. We intend to continue this service to I.U.'s and the P.D.E. to the extent that time and budget permit. Orientation visits to R.I.S.E. by personnel from those agencies will be accomodated as need dictates.

Objective 4 - To provide site visit and training services for system operators from other states in order to assure better acquisition of materials and development of broader kinds of expertise in user needs analyses, acquisition of resources, technical processing of information, storage and retrieval, literature searching, question negotiation, evaluation of information services and products, and management services.

Progress toward this objective was reported extensively, and in depth, in Progress Report #3.

The major problem cited by R.I.S.E. in that report was related to this objective. Though the Downingtown "National Conference of Educational Information Centers" merited and received high evaluation, the nature of participants' needs and the progress levels of the centers represented were such that a complete operations manual could not be created -- although a "Center Resources" document provided a guide for problem solution during the formative activities of emerging centers, as well as for those in the early operational stages (Full materials on the Conference were included in Progress Report #3).

The value of the interpersonal and problem-centered discussion activity of the Downingtown conference, coupled with uncertainty concerning duplication of "operations manual" effort by the R.I.S.E. and Stanford Training Projects, led to the decision to concentrate project activity and resources during the extension period upon a follow-up conference of state center personnel, on-site assistance to developing centers, and hosting out-of-state center personnel for general orientation and inquiry-negotiations training.

(A) R.I.S.E. hosted the second National Educational Information Center Conference on December 11-12, 1973 at the Holiday Inn, King of Prussia, Pa. Nineteen persons, representing thirteen different state and local centers, and Dr. John Coulson, representing National Institute of Education (N.I.E.), were present.

In preliminary discussions with potential conferees, R.I.S.E. found commonality of a felt need to discuss, with colleagues, certain current

issues of concern related to operation, data bases, other resources, etc. This led to our decision to concentrate activities in that direction, and no outside speakers or presentational activities were planned. In preparation, R.I.S.E. distributed an open-ended list of potential discussion areas -- in the same mailing as the conference plans, arrangements, and registration forms -- to be rated on an interest scale and returned with registration materials. The responses, prioritized, determined the conference agenda and are listed in "Highlights of Proceedings" (See Appendix IV).

The opening review of new center activities, as reported by each Director, provided new operational ideas to peers -- including private industry as a "fertile" new client base, and coordination with local and TV cable and computer resources. Significant preliminary decisions -- including that to support and assist ERIC by document submission and other efforts, shared resource development and exchange, and product standardization -- are also reported in "Highlights of Proceedings".

One development of the conference was a "conference phone" discussion with Mr. Ray Peterson, Secretary to the CCSSO, who was unable to attend, and a representative group of directors, headed by Mr. Greg Benson (NYIC). The call was initiated because of certain expressed needs related to coordination of continuing dissemination efforts. As well, the group recognized the need for an established (or newly created) agency to promote and coordinate a network of educational information centers. An edited transcript of a tape of that activity is included with this report. (See Appendix IV.)

(B) On December 5, 1973, a group of R.I.S.E. personnel visited North Haven, Connecticut and conducted a one-day orientation and training session for

personnel from the Area Cooperative Educational Services unit. A. C. E. S. Educational Resources Center personnel were given a DIALOG demonstration, a review of the question negotiation process, and an opportunity to play roles as a (a) client and (b) RUS. Each was given a critique of his/her performance in those roles.

An outline of activities is included in Appendix IV of this report.

(C) As well, R.I.S.E. hosted several out-of-state groups at the R.I.S.E. site. The expressed needs of the visiting groups determined the activities. However, general orientation, techniques of question negotiation, and information search skills development - or reinforcement - were modal.

Objective 5 - To design a strategy to establish a network of educational "change agents" at the state, regional, and local levels of education in Pennsylvania. (Revised in Addendum to Original Proposal.)

As indicated in Progress Report #3, the programmatic thrust changes which resulted from transfer of N. C. E. C. to N. I. E., and the still unresolved preliminary decision, by the Secretary of Education of Pennsylvania, to explore the potential for use of the linker/extension agent role for his regional field officers, have created the necessity for R.I.S.E. to maintain a "be prepared" posture concerning this objective. R.I.S.E. is, we believe, prepared to make some concrete moves at such time as substantive decisions are made at state level.

Objective 6 - (Original Proposal) To provide a field setting for the pilot testing of varied storage and retrieval hardware and software in order to enable system operators to make empirical judgments regarding cost-effectiveness of available system components. (Revised in Addendum.)

Microfilming - R.I.S.E. acquisitions were reported in Progress Report #3. Since acquiring microfilming and related duplication hardware, R.I.S.E. has generated several packages for microfiche and/or hard copy duplication (including instructional UNIPACs, indexed search inventories and updates, etc.) (See Appendix V.) The distribution of microfiche copy to RUS in the various Intermediate Units has, however, been inhibited by the absence of hardware at I. U. level which will convert microfiche to hard copy when desired. The practice shows promise, however. Having reviewed information in microfiche form, the client is able to be exclusive as he/she requests hard copy duplication by R.I.S.E. This equipment is, in our opinion, cost feasible - and an operational necessity!

RemKard Retrieval System - As previously reported, R.I.S.E. acquisition of a RemKard Retrieval System unit made a significant contribution to search and duplication activities. This unit stores abstracts of ERIC documents (and others), locates and displays abstracts upon keyboard call, and generates a hard copy print upon operator request. Time spent in retrieval and duplication was reduced dramatically when the unit became operational. The system (examined, quite often, by visitors to R.I.S.E. from other information systems) enabled other information center personnel to make value judgments concerning its desirability for inclusion in operational configuration.

As RemKard usage progressed, R.I.S.E. found two major problem areas--one anticipated, the other not.

R.I.S.E., as it considered installation, anticipated that the storage limit of the unit was not compatible with the rate of ERIC abstract growth. The manufacturer's representative assured us that an expansion of storage capacity would be possible, when needed. Now, after approximately three years of operation, with ERIC abstracts increasing at an approximate 1000 per month (10 microfiche units) rate -- maximum storage has been reached and each new monthly abstract issue requires the deletion of an equivalent number of earlier issue microfiche. The suggested remedies are not entirely satisfactory. (A) The addition of another print-capable unit is not cost feasible. (B) The addition of one or more "read only" units to work in conjunction with one "read-print" unit is of questionable operational efficiency.

Note: We continue to use the single "read-print" unit, but the incidence of demand for deleted abstracts increases in proportion to the accumulation of microfiche deletions. Each month's update precludes a decrease in operational efficiency. Eventually, the decrease in system efficiency will force us to add a "read only" unit; that addition will -- at least for a period of time -- solve our "search" resource depletion problem. However, the "work flow" interruptions (posed by the necessity to use a separate printer for the abstracts which are stored "read only") will continue to increase in monthly increments.

The technical-mechanical efficiency of the "print" phase of the System has not been completely satisfactory. Upon occasion the microfiche negative has been damaged in the process. Generating "hard" copies has been interrupted by frequent mechanical failures -- and service delays.

MAJOR DEPARTURES

Major departures in the project were reported in Progress Reports #2 and #3. No major departures were necessary during the project extension period. Departures noted over the life of the project were:

(A) The revision of Objectives 5 and 6 to allow the project to coordinate more closely with the developments in the United States Office of Education and the Pennsylvania Department of Education. (Reported at length in Progress Report #2.)

(B) R.I.S.E. expanded its activities, with U.S.O.E. concurrence, to include provision of logistic and moderator support for a conference, held August 15-16, 1972, in Washington, D.C. which aimed toward the development of an evaluation protocol for educational extension programs. (Reported in Progress Report #3.)

(C) R.I.S.E. also, with approval, initiated the development of a "primer" for establishing and ERIC collection in conjunction with the establishment of an information center. After editing, the document was included in the ERIC collection as Technical Notes on the ERIC Collection (ED 065 736). This was also reported in Progress Report #3.

PROBLEMS

Actual - R.I.S.E. was fortunate to have completed the project funding period with no major problems related to current project operation. Certain adjustments had to be made because of policy uncertainties at USOE and PDE levels, but nothing that constituted a serious impediment to the general mission of the

project. We wish that the linker/extension agent sub-thrust of the project could have included more developmental activity and less planning activity. However, R.I.S.E. is prepared to initiate implementation activities should the Pennsylvania Secretary of Education decide to move on his preliminary plans to implement a network of PDE Field Agents.

Anticipated - Two problem areas dominate our thinking concerning continued growth of Educational Information Services Centers, generally, and the continued growth of such services in the Commonwealth of Pennsylvania, in particular.

(A) The two national Conferences of Educational Information Centers were, by participant evaluation, extremely helpful, both to emerging centers and to those which were in varying stages of continuing operation. It is highly desirable that the problems of development and operation be discussed among center personnel from all areas of the nation, in order that there be a coordinated approach toward problem solutions and shared refinement of on-going center operations. Should this coordination and communication not be provided for, in some manner, we fear that the development of a network of cost-feasible educational information centers will suffer.

(B) In Pennsylvania, the RUS program to implement educational information services through the several Intermediate Units has progressed very satisfactorily under "project" leadership. It has continued under R.I.S.E. leadership, with cooperation from PDE, beyond the project period. Field demands for educational information continue to grow, but the growth is concentrated in less than a majority of the I.U.'s. RUS's, as a rule, are handling their information-related duties in addition to full previously assigned work loads. R.I.S.E. fears that current budget realities will

preclude I.U. acquisition of adequate personnel to handle growing demands for information services across the state. The pattern appears to be developing.

R.I.S.E. is confident that, given an opportunity to develop more universally, and over a longer period of time, the value of information services will be sufficiently well recognized to allow them to compete with more established functions for the I.U. budget dollar. We fear, however, that adequate geographical coverage will not eventuate, given the present stage of development. We believe that another year or two of partially subsidized development and implementation activities -- involving progressive withdrawal of non-local fiscal support -- would eliminate geographic coverage uncertainties, as well as those related to local fiscal value-judgments.

SIGNIFICANT FINDINGS AND EVENTS

Other than the findings submitted in Progress Report #3 (and developed further in this report) concerning the practicality of statewide educational information dissemination networks, R.I.S.E. wishes to report only one item which surfaced during the extension period.

Discussions and developments at the "follow-up" National Conference, conducted on December 11-12, 1973, at King of Prussia, verify the existence of a tendency for individual centers to become overly idiosyncratic. The fact that this tendency could be expected does not negate the necessity for preventive coordination. Arrangements for continuing inter-center communication

and collaboration are prerequisite to optimum national network effort results -- and should be so considered!

The most significant of the events which transpired during the extension period was the December 11-12, 1973 "follow-up" National Conference of Educational Information Systems.

DISSEMINATION ACTIVITIES

Dissemination activities were reported at length in Progress Report #3. Extension period activity continued the same patterns of personal contact, direct personal communication, and printed dissemination materials. In addition, R.I.S.E. personnel made significant "awareness" contributions to the needs which surfaced during the December Conference, and which precipitated certain dissemination-related follow-up effort and activity -- in conjunction with NIE and CCSSO.

PLANNED ACTIVITY FOR THE NEXT THREE MONTHS

The project having been terminated, no direct "project" activities are planned. R.I.S.E. will, however, continue the development and refinement of project-initiated and project-precipitated activities to the extent that budget and other fiscal considerations permit. R.I.S.E. believes that

maintenance of existing levels of service and training within the state were assured by project strategies. We will continue to seek further avenues of support in order to permit extension of existing levels.

OTHER COMMENTS

(A) We are pleased with the progress achieved under this grant. The value of educational information centers has been recognized at the state level -- and in several other states. Two additional years of developmental service should "establish" the concept, and permit it to become a firm part of the state system.

(B) We urge that N.I.E. continue developmental and implementation support for an educational information center network -- either directly, or through an agent. The "concept" has been proven. More "seed" support, with synergistic guidance, would -- we believe -- assure a visible research usage component in the total national educational effort.

APPENDIX I

RISE

RESEARCH AND INFORMATION SERVICES FOR EDUCATION
198 ALLENDALE ROAD KING OF PRUSSIA, PA. 19406

YOU'RE RIGHT, ANOTHER SURVEY, BUT PLEASE . . .

- Goals
- Objectives
- Priorities
- Needs

R.I.S.E.
Educational Information Needs
Survey

Education is continuously faced with an expanding spectrum of roles and responsibilities, whether sought by educators or thrust upon them by society. Because of contraints on human and financial resources, educators must frequently choose from among a variety of endeavors. This process results in the establishment of goals, objectives, priorities, and/or needs.

In Pennsylvania, this process operates at the local district, intermediate unit and state levels. For example, at the state level, the Ten Goals of Quality Education and Secretary Pittenger's Priorities serve as the current basis of educational policy-making and activities.

R.I.S.E. NEEDS YOUR HELP!

As a recipient of the R.I.S.E. newsletter, you are aware of R.I.S.E. services in the area of educational information dissemination. We need your help in identifying specific educational issues of broad general interest, i.e., help us set priorities. On the basis of your input we tentatively plan to create a series of special information packages which will provide information usable by a broad clientele. In this way we feel we can more efficiently meet the information needs of educators in the Commonwealth.

Won't you please take a few minutes to complete the following survey and return it as soon as possible in the enclosed pre-addressed envelope? We thank you in advance for your cooperation.

Richard R. Brickley
Project Director

R.I.S.E. Educational Information Needs Survey

Directions: For each question below, please check those of which you need more information. Space has been provided for you to add your own topics/issues. Please return the completed survey to R.I.S.E. in the enclosed pre-addressed envelope.

1. For which five of the following do you need a general information package?
   - ____ (a) Bilingual Education, ESL
   - ____ (b) Educational Accountability
   - ____ (c) In-service Education of School Personnel
   - ____ (d) Evaluation of Professional Staff
   - ____ (e) Programs to Improve Performance on Educational Quality Assessment

(over)

___ (f) Open Space Education
___ (g) Year Round Schools
___ (h) Community Involvement
___ (i) Field Experiences/Alternative Programs/ Learning Outside the Classroom
___ (j) Competency Based Curriculum
___ (k) Student Rights and Responsibilities
___ (l) Law and Consumer Education
___ (m) Environmental Education
___ (n) Career Education
___ (o) Needs Assessment
___ (p) _____
___ (q) _____
___ (r) _____

2. Which five of the following types of materials would be useful to you in reference to information needs checked above?
___ (a) bibliographies
___ (b) reviews of the literature
___ (c) state-of-the-art papers
___ (d) descriptions of programs in operation
___ (e) lists of materials (commercial)
___ (f) sample units
___ (g) sample lessions
___ (h) LAPS (learning activity packages)
___ (i) mini-courses
___ (j) behavioral objectives
___ (k) classroom activities
___ (l) research reports
___ (m) list of human resources (consultants or people experienced in the topical area)
___ (n) concept paper (brief definition papers)
___ (o) evaluation designs
___ (p) _____
___ (q) _____
___ (r) _____

3. Have you ever used ERIC (Educational Resources Information Center) materials?
_____ yes _____ no

4. Have you ever used R.I.S.E. services? _____ yes _____ no. If yes, what type?
___ original search
___ duplicate search
___ selective response
___ bibliography
___ ready reference
___ UNIPAC
___ other

5. Do you have convenient access to the following?
a microfiche reader _____ yes _____ no
a complete ERIC collection _____ yes _____ no

Position (teacher, administrator, etc.) _____

Institutional Affiliation (IU, elementary school, middle school, etc.) _____

_____

WHAT INFORMATION DO EDUCATORS NEED?

A Summary of an Informal Educational Information Needs Survey of Selected Educators in Pennsylvania

February 1974

RISE
Research and Information Services for Education
198 Allendale Road King of Prussia, Pa. 19406

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USOE Grant Number 3010
PDE Project Number R-22

BEST COPY AVAILABLE

INTRODUCTION:

This document seeks to provide interested persons with an amplification of the results of an informal educational information needs assessment conducted by Research and Information Services for Education (R.I.S.E.) in the Fall of 1973. The reader is cautioned from generalizing toward universal conclusions from the data; the survey is understandably open to criticism regarding its statistical and empirical rigor. Nevertheless, R.I.S.E. has had a number of requests relating to the survey, generally from those who reviewed the brief summary in the January 1974 R.I.S.E. newsletter (Vol. 5, No. 3). Because we plan to conduct similar surveys in the future, comments and suggestions are welcomed.

PURPOSE:

The purpose of the survey was to enlist the aid of practitioners in identifying specific educational issues of broad general interest to assist R.I.S.E. staff in selecting topics appropriate for a series of special information packages to be made available on a mass basis. Unlike many other information centers around the country, R.I.S.E. has not, in the past, concentrated on pre-packaged information products for off-the-shelf dissemination to users, concentrating instead on individualized tailored responses drawn from current educational literature and existing practice. R.I.S.E. had previously participated in a national needs survey conducted by William Paisley et al., Stanford, in conjunction with the National Institute of Education (Final Report on file at R.I.S.E.). Though that study corroborated a number of assumptions of R.I.S.E. staff, it provided only limited directions for R.I.S.E. staff on the questions at hand. In brief, the purpose of the R.I.S.E. Educational Information Needs Survey was to answer the following primary questions:

1. What are the current high-interest topics of the broad user community served by R.I.S.E.?

2. Is there a clear difference among the types of interests indicated by practitioner role type?

3. From the currently feasible range of product formats, which seem to be preferred?

SURVEY QUESTIONNAIRE AND PROCEDURE:

A number of constraints impinged on the survey procedure. R.I.S.E. was sensitive to the saturation of most practitioners with surveys of all types from national, state, regional, and local sources. (Indeed, in the previous Stanford study, it was revealed that some teacher groups are attempting to make responding to questionnaires a negotiable issue, i.e., extra pay for extra work). Therefore, brevity and informality along with a clear, concise rationale and a straight-forward plea for help were considered in developing the instrument. Because of time constraints and lack of budget, efforts were made to keep the directions simple; tabulation was to be done manually; no follow-up of non-respondents was planned. Respondents were not asked to identify themselves personally, though they were asked to indicate their Positions (teacher, administrator, etc.) and their Institutional Affiliation (IU, elementary school, middle school, etc.).

The questionnaire consisted of five questions (See Figure 1). The first question asked the respondents to choose five (not ranked) topics for which they needed a general information package. The question provided fifteen topics with space for three write-in topics. The fifteen topics were chosen subjectively by R.I.S.E. staff to reflect currently popular or controversial issues based on ad hoc analysis of field contacts, contact with the Pennsylvania Department of Education, R.I.S.E. request history, and ESEA Title III funding priorities; further topics were chosen because they reflected recently announced priorities of the Secretary of Education. No attempt was made to rigorously define the topics, but terms of current usage in Pennsylvania were preferred over more national terms.

The second question required the respondent to identify types of materials (information product formats) which would be useful in relation to topics identified in question one. Terms used in this question were not defined but were limited to those in current usage by R.I.S.E. and representative of existing formats feasible for future expansion and within the capability of available R.I.S.E. data bases and/or human and financial resources. Again, opportunity for write-in was provided.

Questions 3, 4, and 5 were simply added to gather general information on the respondents' awareness of ERIC, past use of R.I.S.E. services, and microfiche receptivity and access to a complete ERIC fiche collection.

TARGET AUDIENCE:

The audience for the survey consisted of those 3000 educators on the R.I.S.E. newsletter mailing list as of September 1973. Though no attempt was made to apply sampling procedures, or to carefully control geographic or role type distribution, it was decided that the mailing list was sufficently broad to insure an acceptable (if unscientific) random selection of practitioners across the Commonwealth. Origin of the mailing list might be of interest here; two types emerge: those, who by virtue of belonging to a specific group for whom R.I.S.E. could easily acquire existing lists, and those who had had prior contact with R.I.S.E. either as visitors to the center, or recipients of R.I.S.E. services. Examples of the former include all chief school administrators of local districts (approximately 500), all ESEA Title III Directors (approximately 200) all Bureau of Planning and Evaluation, PDE, staff (approximately 50) etc., of the latter, requestors of original searches (approximately 500), graduate students from Philadelphia area universities who had visited R.I.S.E. as a class or as individuals (approximately 150), etc. It is important to note that many respondents may have fallen into a number of sub-groups and further that current procedures for updating the mailing list are primitive at best. R.I.S.E. has experienced over the last 12 months an increase in contact with teachers and other non-administrative staff at the local level; 85% of services go to field personnel as opposed to state department, contract customers, higher education, and graduate students. The sub-group analysis as presented in the tables of this report are not intended to be representative of the Commonwealth as a whole.

RISE
RESEARCH AND INFORMATION SERVICES FOR EDUCATION
198 ALLENDALE ROAD KING OF PRUSSIA, PA. 19406

YOU'RE RIGHT, ANOTHER SURVEY, BUT PLEASE . . .

- Goals
- Objectives
- Priorities
- Needs

R.I.S.E.
Educational Information Needs
Survey

Education is continuously faced with an expanding spectrum of roles and responsibilities, whether sought by educators or thrust upon them by society. Because of contraints on human and financial resources, educators must frequently choose from among a variety of endeavors. This process results in the establishment of goals, objectives, priorities, and/or needs.

In Pennsylvania, this process operates at the local district, intermediate unit and state levels. For example, at the state level, the Ten Goals of Quality Education and Secretary Pittenger's Priorities serve as the current basis of educational policy-making and activities.

R.I.S.E. NEEDS YOUR HELP!

As a recipient of the R.I.S.E. newsletter, you are aware of R.I.S.E. services in the area of educational information dissemination. We need your help in identifying specific educational issues of broad general interest, i.e., help us set priorities. On the basis of your input we tentatively plan to create a series of special information packages which will provide information usable by a broad clientele. In this way we feel we can more efficiently meet the information needs of educators in the Commonwealth.

Won't you please take a few minutes to complete the following survey and return it as soon as possible in the enclosed pre-addressed envelope? We thank you in advance for your cooperation.

Richard R. Brickley
Project Director

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R.I.S.E. Educational Information Needs Survey

Directions: For each question below, please check those of which you need more information. Space has been provided for you to add your own topics/ issues. Please return the completed survey to R.I.S.E. in the enclosed pre-addressed envelope.

1. For which five of the following do you need a general information package?
   - ___ (a) Bilingual Education, ESL
   - ___ (b) Educational Accountability
   - ___ (c) In-service Education of School Personnel
   - ___ (d) Evaluation of Professional Staff
   - ___ (e) Programs to Improve Performance on Educational Quality Assessment
   - ___ (g) Year Round Schools
   - ___ (h) Community Involvement
   - ___ (i) Field Experiences/Alternative Programs/ Learning Outside the Classroom
   - ___ (j) Competency Based Curriculum
   - ___ (k) Student Rights and Responsibilities
   - ___ (l) Law and Consumer Education
   - ___ (m) Environmental Education
   - ___ (n) Career Education
   - ___ (o) Needs Assessment
   - ___ (p) _____
   - ___ (q) _____
   - ___ (r) _____

2. Which five of the following types of materials would be useful to you in reference to information needs checked above?
   - ___ (a) bibliographies
   - ___ (b) reviews of the literature
   - ___ (c) state-of-the-art papers
   - ___ (d) descriptions of programs in operation
   - ___ (e) lists of materials (commercial)
   - ___ (f) sample units
   - ___ (g) sample lessions
   - ___ (h) LAPS (learning activity packages)
   - ___ (i) mini-courses
   - ___ (j) behavioral objectives
   - ___ (k) classroom activities
   - ___ (l) research reports
   - ___ (m) list of human resources (consultants or people experienced in the topical area)
   - ___ (n) concept paper (brief definition papers)
   - ___ (o) evaluation designs
   - ___ (p) _____
   - ___ (q) _____
   - ___ (r) _____

3. Have you ever used ERIC (Educational Resources Information Center) materials?
   _____ yes _____ no

4. Have you ever used R.I.S.E. services? _____ yes _____ no. If yes, what type?
   - ___ original search
   - ___ duplicate search
   - ___ selective response
   - ___ bibliography
   - ___ ready reference
   - ___ UNIPAC
   - ___ other

5. Do you have convenient access to the following?
   a microfiche reader _____ yes _____ no
   a complete ERIC collection _____ yes _____ no

Position (teacher, administrator, etc.) _____

Institutional Affiliation (IU, elementary school, middle school, etc.) _____

_____

Figure 1 - R.I.S.E. EDUCATIONAL INFORMATION NEEDS SURVEY

GENERAL FINDINGS:

The general findings of the survey are most fully represented in the tables included in this report. Of greatest interest to R.I.S.E. were the following indications:

- In-service, Evaluation, and Educational Accountability were of general high interest regardless of position type or agency affiliation.

- Though descriptions of operating projects ranked highest in terms of formats, literature based documentation with an evalutive or research orientation was also an acceptable format.

- As expected, the respondents to the questionnaire were generally aware of information services rather than novice users, with over 2/3 indicating awareness of ERIC, access to microfiche equipment and prior users of R.I.S.E.

CONCLUSIONS:

Based on the results of the survey, R.I.S.E. is planning to produce at least three prepackaged information products on the topics of In-Service Education, Evaluation of Professional Staff and Educational Accountability. The packages shall provide review of the literature and descriptions of programs in progress, particularly in Pennsylvania. The results of this survey will be shared with Federal and State officials and other interested parties. It is likely that a similar, but improved survey will be conducted in the Fall of 1974.

Table I: Ranking of Topic Choices for General Information Package by Role of Educator

Topics	Aggregate ranking	Role Classification					
		A	T	RS	C	AS	SD
		Number of respondents					
		(297)	(78)	(45)	(44)	(29)	(18)
Evaluation of Professional Staff	1	1	2	1	1	5	3
Inservice Education - School personnel	2	2	1	4	2	1	2
Educational Accountability	3	3	5	5	3	6	3
Competency Based Curriculum	4	5	1	2	5	9	5
Field Exp./Alternatives	5	4	3	8	4	8	4
Programs to Improve Performance on EQA	6	6	6	6	6	10	1
Open Space Education	7	8	4	7	8	3	7
Career Education	8	7	9	9	7	2	4
Needs Assessment	9	9	7	3	8	11	3
Year Round Schools	10	11	8	9	9	4	6
Community Involvement	11	10	10	10	10	6	8
Environmental Education	12	12	7	12	11	5	10
Students Rights & Responsibilities	13	13	11	9	13	7	9
Bilingual Education, ESL	14	15	12	11	12	10	9
Law & Consumer Education	15	14	13	13	13	11	10

Legend for Role Classification

A = Administrator
T = Teachers and Professors
RS = Regional Service Personnel (I.U., Boces, etc.)
C = Coordinators (Supervisors and Department Heads)
AS = Ancillary Service Personnel (Librarians, counselors, Psychologists, School Nurse,etc.)
SD = State Department Personnel

Table II: Additional Choices of Topics for General Information Package by Role of Educator

Topics	Role Classification A	T	RS	C	AS	SD
	Number of respondents (297)	(78)	(45)	(44)	(29)	(18)
Traditional classes	x					
Split sessions	x					
Reporting to parents	x					
Foreign language	x					
Criterion reference	x					
Evaluation of administrators	x					
Education of the gifted			x			
Education of hearing impaired			x			
State school structures			x			
Voucher system		x				
Decentralization				x		
Drug education				x		
Human sexuality				x		
Learning disabilities				x		
Visual perception				x		
Readiness				x		
Vocational education				x		
Marketing of educational products					x	
New counseling techniques		x			x	
Group counseling		x				
Affective programs		x				
Individualized instruction - German		x				
Competency based teacher education		x				
Physical education		x				
Health education		x				
Psychology		x				
Remedial education - college level		x				
Educational planning		x				
Class size		x				
Kindergarten entrance		x				
Early childhood		x				
Compensatory education						x

Table III: Ranking of Types of Materials (Format) Choices by Role of Educator

Formats	Aggregate ranking	Role Classification A	T	RS	C	AS	SD
		Number of respondents (297)	(78)	(45)	(44)	(29)	(18)
Descriptions of programs in operation	1	1	2	1	1	1	1
Reviews of the literature	2	2	1	1	2	2	3
Research reports	3	3	3	3	4	4	2
Evaluation design	4	4	6	4	7	6	4
List of human resources	5	7	9	2	6	3	7
Sample units	6	5	7	8	6	5	7
Behavioral objectives	7	6	8	10	3	5	6
Classroom activities	8	7	10	10	5	5	8
State of the art papers	9	13	5	5	8	7	5
Bibliographies	10	12	4	6	12	3	6
LAPS (learning activity packages)	11	8	9	10	3	9	10
Concept papers	12	10	10	7	13	7	6
Mini courses	13	9	11	9	10	8	9
Lists of materials (commercial)	14	11	12	11	9	8	9
Sample lessons	15	14	13	11	11	9	11

Table IV: Frequency of Topic and Format choices: Administrators

N = 297 respondents

Topics	Number of times chosen
Evaluation of professional staff	215
In-service education of school personnel	188
Educational accountability	140
Field experiences, alternative programs	124
Competency based curriculum	122
Programs to improve EQA	120
Career education	100
Open space education	98
Needs assessment	81
Community involvement	71
Year round schools	62
Environmental education	47
Students rights & responsibilities	44
Law & consumer education	24
Bilingual education, ESL	23

Formats	Number of times chosen
description of programs	237
reviews of literature	159
research reports	133
evaluation designs	110
sample units	98
behavioral objectives	94
classroom activities	89
list of human resources	89
LAPS (learning activities packages)	80
mini-courses	76
concept paper	68
list of materials (commercial)	65
bibliographies	56
state-of-the-art papers	54
sample lessons	42

Table V: Frequency of Topic and Format choices: Teachers and Professors

N = 78 respondents

Topics	Number of times chosen
Inservice education of school personnel	39
Competency based	39
Evaluation of professional staff	38
Field experiences, alternative programs	34
Open space education	29
Educational accountability	27
Programs to improve - EQA	25
Environmental education	16
Needs assessment	16
Year round schools	15
Career education	12
Community involvement	11
Students rights & responsibilities	10
Bilingual education	7
Law & consumer education	6

Formats	Number of times chosen
reviews of the literature	51
descriptions of programs	50
research reports	38
bibliographies	30
state-of-the-art papers	27
evaluation designs	26
sample unit	24
behavioral objectives	23
LAPS (learning activity packages)	20
list of human resources	20
concept paper	18
classroom activities	18
mini-courses	15
list of materials	14
sample lessons	10

Table VI: Frequency of Topic and Format Choices:
Regional Service Personnel

N = 45 respondents

Topics	Number of times chosen
Evaluation of professional staff	25
Competency based curriculum	21
Needs assessment	19
Inxervice/school personnel	17
Educational accountability	16
Programs to improve performance/EQA	11
Open space education	10
Field experiences/alternatives	9
Year round schools	8
Students rights	8
Career education	8
Community involvement	7
Bilingual education/ESL	6
Environmental education	5
Law & consumer education	3

Formats	Number of times chosen
reviews of literature	27
descriptions of programs	27
list of human resources	18
research reports	16
evaluation designs	15
state-of-the-art papers	13
bibliographies	10
concept paper	9
sample units	8
mini-courses	7
LAPS	4
behavioral objectives	4
classroom activities	4
sample lessons	3
list of materials	3

Table VII: Frequency of Topic and Format Choices: Coordinators (Department Heads and Supervisors)

N = 44 respondents

Topics	Number of times chosen
Evaluation of professional staff	25
Inservice education/school personnel	23
Educational accountability	22
Field experiences/alternatives	19
Competency based curriculum	18
Programs to improve performance in EQA	16
Career education	14
Needs assessment	13
Open space education	13
Year round schools	12
Community involvement	10
Environmental education	6
Bilingual education/ESL	4
Students rights & responsibilities	3
Law & consumer education	3

Formats	Number of times chosen
descriptions of programs in operation	36
reviews of literature	27
LAPS	18
behavioral objectives	18
research reports	17
classroom activities	16
list of human resources	15
sample units	15
evaluation design	14
state-of-the-art papers	13
lists of materials	11
mini-courses	10
sample lessons	9
bibliographies	8
concept paper	3

Table VIII: Frequency of Topic and Format Choices: Ancillary Services Personnel (Librarian, Psychologist, Guidance Counselor)

N = 29 respondents

Topics	Number of times chosen
Inservice education/school personnel	15
Career education	13
Open space education	11
Year round schools	10
Evaluation of professional staff	9
Environmental education	9
Educational accountability	8
Community involvement	8
Students rights & responsibilities	7
Field experiences/alternatives	6
Competency based curriculum	5
Bilingual education/ESL	4
Programs to improve performance/	4
Law & consumer education	2
Needs assessment	2

Formats	Number of times chosen
descriptions of programs in operation	21
reviews of the literature	16
bibliographies	14
list of human resources	14
research reports	12
sample units	8
behavioral objectives	8
classroom activities	8
evaluation design	6
state-of-the-art papers	5
concept papers	5
lists of materials	4
mini-courses	4
sample lessons	3
LAPS	3

Table IX: Frequency of Choices of Topic and Format by State Department Personnel

N = 18 respondents

Topics	Number of times chosen
Programs to improve performance in EQA	18
Inservice/school personnel	13
Educational accountability	12
Evaluation of professional staff	12
Needs assessment	12
Career education	11
Field experiences/alternatives	11
Competency based curriculum	10
Year round schools	9
Open space education	7
Community involvement	5
Bilingual education/ESL	3
Student rights & responsibilities	3
Law & consumer education	1
Environmental education	1

Formats	Number of times chosen
descriptions of programs in operation	18
research reports	15
reviews of literature	13
evaluation designs	12
state-of-the-art papers	10
bibliographies	9
behavioral objectives	9
concept paper	9
sample units	7
list of human resources	7
classroom activities	6
list of materials	4
mini-courses	4
LAPS	3
sample lessons	2

VOL. 5, NO. 3 - January 197

R I S E

RESEARCH AND INFORMATION SERVICES FOR EDUCAT

WHAT INFORMATION DO EDUCATORS NEED?

In a recent issue of the R.I.S.E. newsletter, recipients were asked to complete a survey on their information needs. Approximately 500 educators of all types responded to the questionnaire; an analysis of the results are summarized below:

Though only about 1/5 of the respondents indicated they had convenient access to a complete ERIC microfiche collection, 3/5 of the educators surveyed had used ERIC. Approximately 3/5 indicated they had convenient access to a microfiche reader or reader/printer and the same proportion had used at least one R.I.S.E. service format (i.e. original search, duplicate, etc.)

Dissemination studies conducted by various researchers have suggested that educators need information in different formats for their various purposes. Apparently the respondents, regardless of their role or agency affiliation share a preference for the following types of materials in rank order:

1. Descriptions of programs in operation
2. Reviews of the literature
3. Search reports
4. Evaluation designs
5. Sample (instructional) units

Sample lessons and lists of commercial materials were least preferred. One might hypothesize that in the case of the former instructional staff accept the professional responsibility for designing specific instructional activities, though they seek external ideas as to organizing such instruction. In the latter case, respondents apparently place little priority on sources of materials or have adequate means of determining the availability of same.

Of greatest interest to R.I.S.E. staff were the survey results relating to the topical areas for which the respondents indicated a need for more information. The results were analyzed according to position type as follows:

Position Type	Topics of Highest Interest
Administrators	Evaluation of Professional Staff; Inservice education of School Personnel; Educational Accountability; Field Experiences, Alternative Programs; Competency Based Curriculum
Teachers	Inservice Education of School Personnel; Competency Based Curriculum; Evaluation of Professional Staff; Field Experiences, Alternative Programs; Open Space Education
State Department Personnel	Programs to Improve Performance on Educational Quality Assessment; Inservice Education of School Personnel; Educational Accountability; Evaluation of Professional Staff; Needs Assessment
Regional Service Personnel (I.U.'s)	Evaluation of Professional Staff; Competency Based Curriculum; Needs Assessment; Inservice Education of School Personnel; Educational Accountability
Coordinators (Department Head - Supervisors)	Evaluation of Professional Staff; Inservice Education of School Personnel; Educational Accountability; Field Experiences, Alternative Programs; Competency Based Curriculum
Ancillary Services (Librarian, psychologist, guidance counselor)	Inservice Education of School Personnel; Career Education; Open Space Education; Year Round Schools; Evaluation of Professional Staff

As revealed above, inservice and staff evaluation are high interest topics among all the respondents. Interestingly, the latter also was indicated as the highest inservice need in a recent survey conducted among 8000 staff members by Montgomery County Intermediate Unit.

R.I.S.E. plans to follow-up on the results of this survey and will announce the availability of information packages on the high priority topics in future issues of the R.I.S.E. newsletter. A more detailed analysis of the results is available on request from R.I.S.E. Thanks to all our readers who responded to the survey.

REQUESTING SERVICE:

Schools in participating Intermediate Units should place their request through the Resource Utilization Specialist in their respective Intermediate Unit. Montgomery County I. U. educators should call or write Mrs. Carolyn Trohoski at R.I.S.E. Please indicate your choice and enclose payment (if outside client) when ordering materials.

Outside clients are those who are not K-12 educators in participating Intermediate Units (examples - clients from higher education, educators in non-participating Intermediate Units, clients from other states.)

The options for obtaining search materials are as follows:

Duplicate search - Client receives complete duplicate of search package. Outside clients will be charged $25.00 or ten cents a page whichever is greater.

Selective Response - Client receives ten articles which he chooses from the search bibliography. Outside clients should remit $12.50 (10.00 for the selective response and $2.50 for the bibliography.)

Bibliographies - Client receives the search bibliography. Outside clients pay $2.50 per bibliography.

RISE

LITERATURE SEARCH

EVALUATION

RESEARCH AND INFORMATION SERVICES FOR EDUCATION
198 ALLENDALE ROAD KING OF PRUSSIA, PA. 19406

Search #_____

NAME: _____

POSITION _____

SCHOOL OR INSTITUTION _____

SEARCH TITLE _____

Directions: Check only one alternative for each question. Most of the questions allow you to check one of five alternatives from "very good" to "negligible". Please return in the enclosed self-addressed envelope at your earliest convenience.

	VERY GOOD	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NEGLIGIBLE
1. To what extent did you find it easy to specify your topic with the person handling your request?	☐	☐	☐	☐	☐
2. To what extent was your topic adequately covered by the R.I.S.E. information package?	☐	☐	☐	☐	☐
3. To what extent did the information sent by R.I.S.E. increase your understanding of the requested topic?	☐	☐	☐	☐	☐
4. To what extent do you consider the literature searching service (in general) of R.I.S.E. to be useful for your professional functioning?	☐	☐	☐	☐	☐

5. Which part of the information package do you consider most valuable?

☐ copies of documents ☐ R,I,S,E, bibliography

6. You would rate the copies of documents that were sent to you as:

☐ too technical
☐ technical, but useful
☐ well-balanced between technical and non-technical
☐ non-technical, but useful
☐ too non-technical

7. The information sent to you arrived:

- ☐ much earlier than expected
- ☐ slightly earlier than expected
- ☐ in time for your purposes
- ☐ late but still useful
- ☐ too late for your purposes

8. Your original intent (check only the single most pertinent intent) for the information package was:

- ☐ making a decision concerning an educational issue
- ☐ planning a program that currently is not available
- ☐ modifying or improving a program that currently exists
- ☐ increasing professional background knowledge about a topic
- ☐ other (please specify) _____

9. Do you think you could have done as good a literature search as the one received from R.I.S.E. if given ample time?

☐ yes ☐ no

10. Did you look up any of the citations on the bibliography for which no copies of the document were provided?

☐ yes ☐ no

11. What part of the literature search would you have done alone if the service had not been available from R.I.S.E.?

- ☐ all
- ☐ most
- ☐ some
- ☐ little
- ☐ none

12. After receiving the R.I.S.E. information package, how was it actually used (please use other side if necessary)?

_____

_____

13. What general comments, criticisms, suggestions, etc., can you offer about the literature search (please use other side if necessary)?

_____

_____

14. How did you find out about the services of R.I.S.E.?

- ☐ newsletter
- ☐ newspaper
- ☐ in-service
- ☐ RUS
- ☐ R.I.S.E. brochure
- ☐ R.I.S.E. clients
- ☐ other means (specify)_____

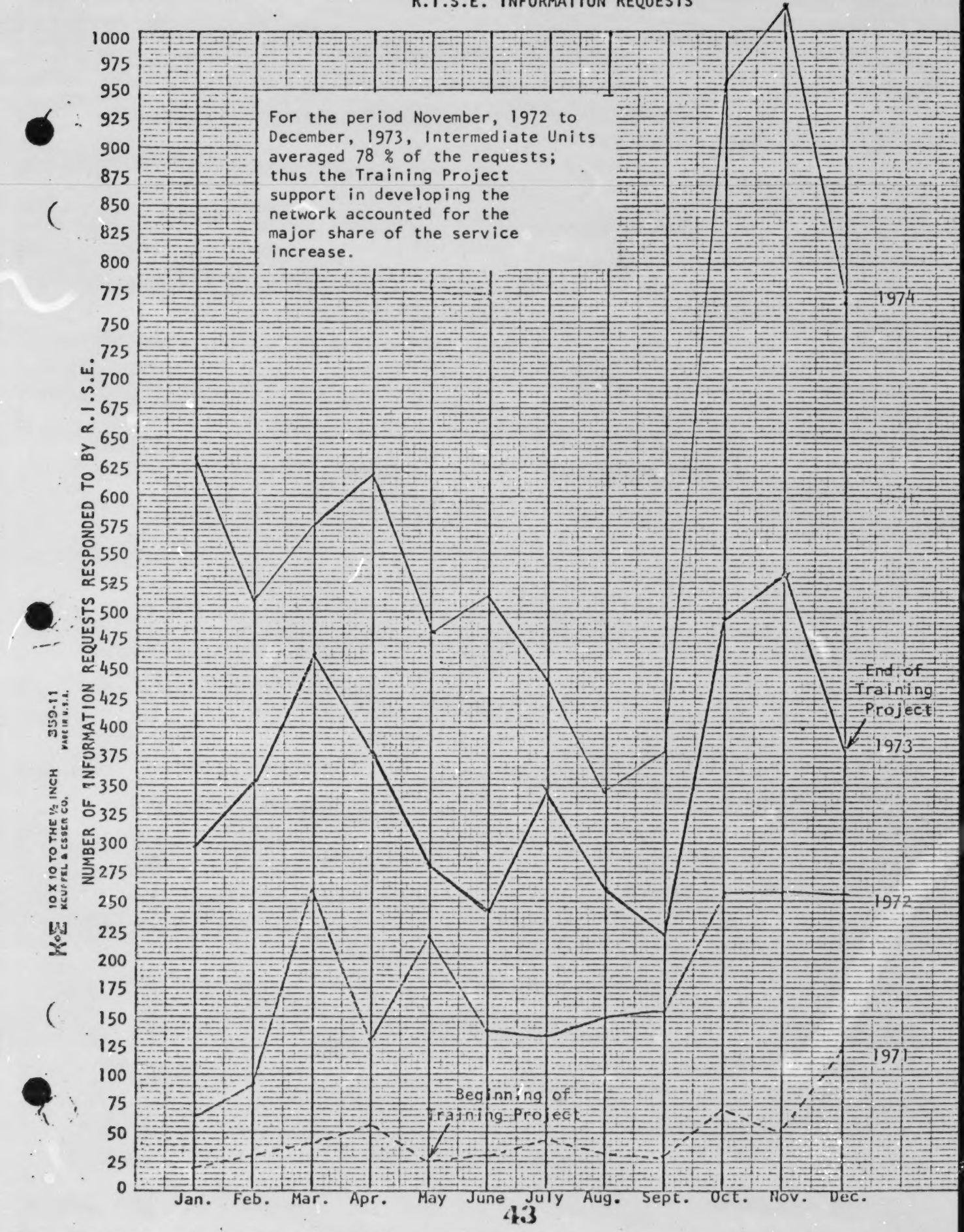
_____

THANK YOU FOR YOUR COOPERATION. WE WILL USE YOUR FEEDBACK TO IMPROVE THE SERVICES OF R.I.S.E.

RISE Ev. 11/70

APPENDIX II

R.I.S.E. INFORMATION REQUESTS



APPENDIX III

RISE
RESEARCH AND INFORMATION SERVICES FOR EDUCATION
198 ALLENDALE ROAD KING OF PRUSSIA, PA. 19406
215 - 265-6056

December 12, 1972

R.I.S.E. is planning an orientation meeting for new Resource Utilization Specialists and an informational meeting for both old and new RUS's. These meetings will be held on January 23 and 24, respectively. Fees for travel, lodging, and meals will be paid by R.I.S.E. upon receipt of a properly executed expense statement. Forms for this will be provided at the meeting.

This particular meeting is extremely important for RUS's in all stages. Many new procedures, materials and response modes have been developed at R.I.S.E. since our last meeting. Many of you will, I am sure, want to browse the UNIPAC collection, one of our latest additions. Some time will be spent discussing needs you as a group have generated, airing of problems, both at our end and yours, and future plans for responding to your requests. Please bring with you any techniques and procedures you have developed to aid educators in utilizing R.I.S.E. services through your Intermediate Unit.

If your Intermediate Unit has identified a new RUS, please indicate his or her name, I. U. position, and some background information on the enclosed green form. New and current RUS's should indicate their availability for this conference, their travel plans, and their need for overnight accommodations on the pink sheet. A reservation card attached to the pink sheet should be completed and returned to the Holiday Inn if such overnight accommodations are needed.

Looking forward to seeing you in January,

and

Wishing you a happy holiday season,

Carolyn Trohoski

CT:jet
cc: All I.U. Executive Directors

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TENTATIVE AGENDA

RUS Workshop

January 23-24, 1973

January 23 - New RUS's

9:00 a.m.	Meet in lobby of Holiday Inn for transportation to R.I.S.E. Offices	
9:15	Greetings - Welcome to R.I.S.E.	- Richard Brickley
9:30	R.I.S.E. and ERIC Orientation - slides	- Carolyn Trohoski
10:00	DIALOG Demonstration	- Carolyn Trohoski
10:30	Coffee Break	
10:45	Introduction to R.I.S.E. equipment Fiche readers, reader-printers, reproducers, RemKard	- Carolyn Trohoski
11:45	Catered Lunch	
1:00 p.m.	Search Negotiation Simulations	- Carolyn Trohoski Searchers
3:00	Break	
3:30	Instituting network service (The Resource Utilization Specialist Role)	- Richard Brickley
4:30	Dinner on your own	
7:30	Possibility of planned interaction for new RUS's and current RUS's arriving the evening of the 23rd.	

January 24 - New RUS's

9:00 a.m.	Meet in lobby of Holiday Inn for transportation to R.I.S.E. Offices	
9:15	Search Simulation	- Carolyn Trohoski and Searchers
10:15	Coffee Break	
10:30	Search Simulation continued	

ALL RUS's

11:45 a.m.	-	Lunch at Peacock Inn Speaker: Richard Fortna, ERIC Clearinghouse on Tests and Measurement - Educational Testing Service
1:00 p.m.	-	Review of forms, response modes, UNIPACS - Carolyn Trohoski
2:00	-	Service Problems - both at R.I.S.E. and in I.U. - Carolyn Trohosk Richard Brickle
2:45	-	Procedures - Techniques - RUS's Share and Air Session
3:15	-	Break
3:30	-	Budget - Richard Brickley Needs Assessment Inservice Kits Prepaks ERIC In put
5:00	-	Adjournment

TO: RUS's

FROM: Carolyn Trohoski, Director of Information Services

DATE: July 3, 1973

RE: RUS Conference

Enclosed please find a tentative agenda for the RUS meeting to be held on July 17-18, 1973. Because of the short notice we will call your office within the next few days to verify your intention to attend and to arrange for your motel accomodations if necessary (i.e. your expected arrival time, room needs, etc.). If you are not going to be in your office during the next few days, please leave the information with your secretary.

CT:jln

Enclosures

DATE: July 9, 1973

TO: RUS

FROM: Carolyn

RE: RUS Meeting July 17-18, 1973

1 - Charlie Majowski, Director of Educational Information Center, for the State Department of Education - Rhode Island - will be the luncheon speaker on July 18th. He will speak on the dissemination functions of his center with the use of extension agents.

2 - For those not attending the meeting, summaries of the various workshops will be sent in late July.

3 - The Psychological Abstracts Data Base will be available on computer at R.I.S.E. beginning in mid-July. Requests from I.U. and school district psychologists are encouraged to use this new data base.

4 - Walk-in-clients from nearby geographic area Intermediate Units. On selective responses mode, we will serve these clients for school based question and will send you a record of their requests. Clients doing graduate work will be charged for reprints and microfiche. Other types of response modes, searches, etc. will be referred to the RUS for full negotiation and quota records.

RUS Meeting - Agenda

July 17-18, 1973

TIME	FUNCTION	LOCATION	PARTICIPANTS	LEADER
JULY 17th, 1973				
12:30-1:30	Luncheon & Welcome	Stouffers	RUS's Secretaries R.I.S.E. Staff	Dick Brickley
1:30-3:00	Management: The Past is Prologue Commission Recommendations Title III-Persistence Study Alternative Schools	Stouffers	RUS's	Dick Brickley
1:30-3:00	Secretarial Concerns: Response Modes Catalogs Information Flow How to make your boss's job easier	Stouffers Room to be announced	Secretaries	Carolyn Trohoski
3:00-7:00	Break - Time to tour Valley Forge Park, King of Prussia Plaza, Dinner			
7:00-8:00	Contracts Service Levels Quotas	Stouffers Room A	All	Dick Brickley Carolyn Trohoski
JULY 18th, 1973				
9:00	Travel to R.I.S.E.	Stouffers Lobby	Secretaries	June Katucki Don Jenkins
9:15-10:15	Management Concerns: Request Statistics Handling of Direct Request-Clients Selective Response Modes	Stouffers Room A	RUS's	Dick Brickley Carolyn Trohoski

RUS Meeting Agenda (continued)

TIME	FUNCTION	LOCATION	PARTICIPANTS	LEADER
9:00-10:00	Tour & Explanation of R.I.S.E.	R.I.S.E.	Secretaries	Jan Robinson
10:00-10:15	Travel to Stouffers	Stouffers	Secretaries	June Katucki Don Jenkins
10:00-10:15	Coffee Break	Stouffers	All	Dick Brickley
10:15-11:30	Display & Explanation of new products DIALOG Bibs Quinmester Catalogs Learning Center Catalogs Individualized Instruction Catalogs Psychological Abstracts Career Ed Resource Center Bilingual Resource Center	Stouffers Room A	All	Dick Brickley Carolyn Trohoski
11:30-12:00	Expense Details Travel, Lodging, Meals	Stouffers Room A	All	Carolyn Trohoski
12:00-1:30	Luncheon & Guest Speaker: Dr. Charles Mojkowski Director-Education Information Center Rhode Island Department of Education	Stouffers	All R.I.S.E. Professional Staff	Carolyn Trohoski
1:30-3:00	Time for browsing at R.I.S.E. Individual Concerns Adjournment	R.I.S.E.	All	Carolyn Trohoski

(Anyone needing transportation to R.I.S.E. - see Carolyn)

RISE

RESEARCH AND INFORMATION SERVICES FOR EDUCATION
198 ALLENDALE ROAD KING OF PRUSSIA, PA. 19406
215 - 265-6056

DATE: July 25, 1973

TO: RUS

FROM: Carolyn Trohoski

RE: SUMMARY REPORT OF RUS CONFERENCE JULY 18-19, 1973

The rather lengthy dissertation which follows is a summary of the discussions and presentations from the RUS Conference held July 18-19, 1973 at the Stouffer's Valley Forge Inn. Hopefully it will aid in jelling the recommendations of those present and informing those who because of one reason or another were absent.

Several items on the agenda were requests made of the RUS's by R.I.S.E. These are as follows:

1. Identification of Alternative Schools or programs within the I.U.
2. A record of re-use of a R.I.S.E. product housed within the I.U.
3. Documents and instruments used in inservice activities.
4. A statement of the programs and services of the individual I.U.
5. Placing R.I.S.E. on the individual I.U. mailing list.
6. Information regarding programs in Career Education within an individual I.U.

Item #1 - Forms for Alternative Schools and program identification were placed in the conference folder and discussed by attending RUS's. Absent RUS's will find their materials enclosed in this packet of materials. The letter and forms are self-explanatory and should be returned to R.I.S.E. by August 15, 1973.

Item #2 - It was noted in the workshop for RUS secretaries that many I.U.'s are duplicating materials sent to their constituents and creating mini-R.I.S.E. centers. It is important for R.I.S.E. to know how many times a particular product was used and its impact. While this may seem like a paper task for the RUS it means federal $'s for your services. To let R.I.S.E. know how a product was re-used, simply fill out the proper response form and indicate that the client already received service. This may be filled out and sent at the end of each month.

Item #3 - R.I.S.E. would like to have on file any position papers, policies or needs assessment instruments used by the I.U.'s for inservice activities. Please mail these to Dick Brickley. Since this seems to be moving in the direction of a major thrust for the I.U.'s--why not share the efforts, etc.

Item #4 - R.I.S.E. would also like to have on file the statement of programs and services of each individual I.U. In this way we can better serve your needs by being on the watch for materials which may be of interest to you. Please mail these to Dick also.

Item #5 - R.I.S.E. would like to receive newsletters from each I.U. Several I.U.'s are already cooperating in this matter. Again, it aids us in knowing better what your particular interests are.

Item #6 - As was noted at the Conference, R.I.S.E. is being considered for a Career Resource Center for Montgomery County I.U. and as such would like to gather programs from all over the state. Any resource center at R.I.S.E. in the long run benefits all I.U.'s since we draw upon all the information in the center to serve your needs. Any material which you could send to Carolyn would be greatly appreciated.

(R.I.S.E. has also been asked by the state to become a resource center for bilingual education).

The second major portion of this summary details what R.I.S.E. has promised to the I.U.'s. These are as follows:

1B) The slide/tape presentations.

2B) The 1972-73 R.I.S.E. Bibliographies.

3B) Data on UNIPAC orders to individual school districts within each I.U.

4B) Catalogs for I.U.'s and constituent school districts.

5B) Consolidation of the UNIPAC catalog with the two new catalogs (Learning Center and Individualized Instruction).

Item #1B - The slide/tape presentation should be in your hands the first part of September. The kit which accompanies this material will contain a search, a DIALOG bibliography, publications and a publications list, sample UNIPACs and ERIC microfiche, catalogs, and a simple handbook suggesting a program and equipment needs. (All that's missing is Carolyn).

Item #2B - At the conference, a simplified and alternative method of handling the selective response mode was adopted by the conferees. A chart of this mode is enclosed with this summary report (See attachment B2). This new method (which should save the RUS time and postage) means that R.I.S.E. will supply each I.U. with the copies of bibliographies completed for each month. When a selective response request comes in, the RUS can then copy the bibliography and send it along to the client. (The Chart in B2 explains the process). The RUS should indicate the client's name and address and I.U. number in the upper right hand corner of the bibliography as well as specific directions for handling if there are any. Each RUS should indicate to Carolyn whether or not he wants the materials sent to the I.U. or the client as a general practice.

To overcome the problem of old bibliographies, R.I.S.E. will copy and send to each RUS all the 1972-73 bibliographies. Bibliographies compiled before 1972 should be requested in the old manner. Suggestions for preparation, housing and cost of xeroxing the bibliographies appears in attachment B2.

Item #3B - Several RUS's requested a list of school districts within their I.U. that have received UNIPACs. Since this information already exists in the monthly report, the RUS can determine this listing himself by reviewing his particular I.U. section of the report.

Item #4B - R.I.S.E. will provide each RUS with one updated catalog each month. Lists of additions and deletions will continue to be sent should the RUS desire to distribute this list to constituent school districts. It was originally discussed that each I.U. would receive enough catalogs (on a one and done basis) for each school district within its jurisdiction. The Level III I.U.'s, however, feel that they pay more and so should receive more in service. Therefore, R.I.S.E. has devised an equitable plan for the allotment of the catalogs. Level III I.U.'s will receive a catalog for each district; Level II's will receive catalogs for 2/3 of their districts, and Level I's will receive catalogs for 1/3 for their districts. (At any rate no I.U. will receive less than six catalogs--the allotment given last year). Additional catalogs may be purchased from R.I.S.E. at the cost of $3.00 per copy.

Item #5B - At the conference, two additional UNIPAC formatted catalogs were distributed and their usage explained. The Learning Center catalog indexes titles for microfiche which contain materials for particular learning or interest centers (usually found in open concept--open learning classrooms). The Individualized Instruction microfiche are additional UNIPACS. It was recommended that R.I.S.E. consolidate these three catalogs into one. This will be done at the next printing which is anticipated in the fall.

One matter which was not resolved was the issue of the distribution of microfiche duplicates of the fifty most widely requested searches. Several RUS's stated that I.U.'s that want these should pay for them and that perhaps the 50 selected by R.I.S.E. may not be the ones that a particular I.U. wants. R.I.S.E. will take the problem under advisement and provide a solution in the near future.

The DIALOG generated bibliography concept was explained to the participants. This form of response will be used for bibliographies not existing in the system. It will also be used for graduate students requesting R.I.S.E. service. The students are charged $10.00 for each file searched on the computer. Details concerning the computer bibliographies were spelled out in the last R.I.S.E. newsletter. Forms for requesting these bibliographies are included in attachment C1.

A new data file, Psychological Abstracts, is now available on the computer and will automatically be investigated in the search effort. A sample of notice to the psychological community is enclosed in attachment C2 should you wish to alert them to this new resource.

A summary report on the conference could have been less voluminous if more of the RUS's would plan to attend such meetings. More detailed explanations have been included in this report for just that reason.

Attachment B2

Housing for R.I.S.E. Bibliographies

At the present time, the number of bibliographies that will be sent will take approximately 1/2 of a drawer of a four drawer filing cabinet. It is suggested that if possible the bibliographies be kept in acetate folders to prevent everyday wear and tear. Many stationery stores carry these folders--one brand name that R.I.S.E. uses is C-Line Products Inc., Mylar Sheet Protectors, Size 11x8-1/2.

The I.U. should expect xeroxing costs to run about 2.5¢ a page depending on the machine used.

Suggestions for Operation

Simplify selective response mode

Existing Model

Client Request

I.U. determines response mode - asks for bib

R.I.S.E. sends bib to I. U.

I.U. sends bib to client

Client checks of desired items and sends bib to I.U.

I.U. sends bibs to R.I.S.E.

R.I.S.E. retrieves desired documents and sends to I.U.

I.U. sends documents to client

I.U. → R.I.S.E. → I.U. → Client → I.U. → R.I.S.E. → I.U. → Client

Simplified Model

Client Request

I.U. determines response mode - asks R.I.S.E. for bib

R.I.S.E. sends bib to client

Client checks off desired items and sends bib to R.I.S.E.

R.I.S.E. retrieves desired document and sends to I.U.

I.U. sends documents to client

I.U. → R.I.S.E. → Client → R.I.S.E. → I.U. → Client

Alternative Model*

Client Request

I.U. determines response mode and sends bib

Client checks off desired items and sends bib to R.I.S.E.

R.I.S.E. retrieves desired documents and sends them to I.U.

I.U. sends documents to client

I.U. → Client → R.I.S.E. → I.U. → Client

* I.U. received copies of R.I.S.E. Bibs every month

ATTACHMENT C1

DIALOG BIBLIOGRAPHIES

Date In_____ Date Out_____

NAME:	ORGANIZATION:
ADDRESS:	SPECIAL INSTRUCTIONS:

CONCISE STATEMENT
OF QUESTION:

IF ERIC THESAURUS AVAILABLE, NOTE DESCRIPTORS OR IDENTIFIERS

CONCEPT 1:	CONCEPT 4:
DESCRIPTORS OR IDENTIFIERS	DESCRIPTORS OR IDENTIFIERS
CONCEPT 2:	CONCEPT 5:
DESCRIPTORS OR IDENTIFIERS	DESCRIPTORS OR IDENTIFIERS
CONCEPT 3:	CONCEPT 6:
DESCRIPTORS OR IDENTIFIERS	DESCRIPTORS OR IDENTIFIERS

OFFICE USE ONLY

____ 50 CIJE - Format V
____ 50 RIE - Format V
____ Additional 100 in Format I
____ Other, Specify _____

ATTACHMENT C2

RISE

RESEARCH AND INFORMATION SERVICES FOR EDUCATION
198 ALLENDALE ROAD KING OF PRUSSIA, PA. 19406

Sample Info for D.U.'s

July 17, 1973

TO: Dr. Mann

FROM: Carolyn Trohoski

RE: Psychological Abstracts

R.I.S.E. has recently received permission from the National Institute of Education to search an additional file on the DIALOG computer system. The new data base contains the American Psychological Associations - Psychological Abstracts collection from 1965-1973. Material can be retrieved by author, subject heading, title and conjunctive searching of words in the subject heading field and the title field.

R.I.S.E. would like to test the feasability and usefulness of this data base and is, therefore, encouraging the psychological community to take advantage of the information. Upon receipt of a well defined question, R.I.S.E. will prepare the strategy and run the search. In approximately one week's time the requester should receive his output in abstract form--paper copy.

Further questions concerning this service should be directed to Mrs. Carolyn Trohoski, Director of Information Services, R.I.S.E., 265-6056.

Attachment - sample of output

CT:jet

AMERICAN PSYCHOLOGICAL ASSN ABSTRACTS

DC 49579 2

DOCUMENT YEAR:
1969

VOLUME NUMBER:
43

ABSTRACT NUMBER:
8155

AUTHOR:
GLADSTONE, ROY

TITLE:
AGE, COGNITIVE CONTROL AND EXTINCTION.

SOURCE DOCUMENT TITLE:
JOURNAL OF EXPERIMENTAL CHILD PSYCHOLOGY

SOURCE DOCUMENT YEAR:
1969

SOURCE DOCUMENT DESCRIPTION:
, 7(1), 31-35.

ABSTRACT:
21/2-31/2 AND 41/2-51/2 YR. OLD SS WERE GIVEN A SIMPLE OPERANT TASK AND WERE REWARDED ON A VARIABLE RATIO 5 SCHEDULE. THE REWARDS AND THEIR EVENTUAL EXHAUSTION WERE VISIBLE. YOUNGER SS GAVE SIGNIFICANTLY MORE EXTINCTION RS THAN THE OLDER SS. SEVERAL EXPLANATIONS OF THE RESULTS ARE PRESENTED. EXPLANATIONS REVOLVE ABOUT THE VARIABLES OF ONGOING BEHAVIOR, REINFORCEMENT SCHEDULE, DISCRIMINATION, TOTAL DISPLAY VS. CRITICAL CUE, INTEGRATION ACROSS SPACE, E CONTROL, AND ASSOCIATIONISTIC VS. COGNITIVE CONSTRUCTS.

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APPENDIX IV

RISE

RESEARCH AND INFORMATION SERVICES FOR EDUCATION
198 ALLENDALE ROAD KING OF PRUSSIA, PA. 19406
215 - 265-6056

November 12, 1973

It has been over a year since many of us gathered together at Downingtown to discuss educational information efforts. At that time, some information centers were just beginning operations and other more established centers were exploring diversity in procedures and products. Since then a number of events have occurred which have altered the national perspective on educational information services as a vehicle for improved educational practices at the state and local level. Informal discussions with some of the Downingtown participants have indicated a desirability for a reconvention of those involved and others interested in educational information dissemination functions. As a result, R.I.S.E. will sponsor a two day working conference to discuss the collective and individual issues affecting our organizations, and also to bring together a variety of educational resources which are available throughout the nation. (See attached materials.)

The conference will be held December 11-12, 1973 at the King of Prussia Holiday Inn adjacent to the King of Prussia Plaza and one block from the R.I.S.E. facility in King of Prussia, Pa. Through a grant from NIE, R.I.S.E. will be able to support a limited number of conferees to help defray costs incurred in participation. Travel information is enclosed, as is a tentative time frame of the conference sessions. Financial restraints require R.I.S.E. to limit participation to a maximum of twelve information centers. R.I.S.E. reserves the right to further limit participation based on fiscal and programmatic constraints.

Should you have any questions about the conference, please contact me. Preliminary registration forms must be returned to R.I.S.E. by November 28, 1973.

Yours truly,

Richard Brickley

Richard Brickley
Director

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A Service of the Montgomery County Intermediate Unit.

RISE

RESEARCH AND INFORMATION SERVICES FOR EDUCATION
198 ALLENDALE ROAD KING OF PRUSSIA, PA. 19406
215 - 265-6056

EDUCATIONAL INFORMATION CENTER/CONFERENCE
DECEMBER 11/12, 1973
KING OF PRUSSIA, HOLIDAY INN
KING OF PRUSSIA, PA.

REGISTRATION FORM

NAME _____

POSITION/TITLE _____

ORGANIZATION _____

ADDRESS _____

_____

TELEPHONE _____

Note: Though this meeting is primarily for information center directors, some directors have requested permission to bring 1 or 2 other center staff, specifically information specialists. These people will have the opportunity to observe R.I.S.E. operations and though no formal workshop sessions are planned, they will be able to interact with R.I.S.E. staff on a one-to-one basis. If you have discussed the attendance of such additional staff with Mr. Brickley, please indicate names and positions of those attending below. If not, please call Mr. Brickley to arrange this before submitting the registration form.

Additional Staff:

1. Name _____

   Position _____

2. Name _____

   Position _____

I/we will arrive at the King of Prussia Holiday Inn via

_____car

_____train

_____plane _____Airline

_____Flight No.

_____other

on_____Monday, December 10th

_____Tuesday, December 11th

at approximately_____AM/PM.

Please return this two-page registration form to:

Richard Brickley
Director
Research and Information Services for Education
198 Allendale Road
King of Prussia, Pa. 19406

Lodging and Meals

Room reservation information must be sent with the preliminary registration form. For planning purposes, room rates will be approximately $18.00 for a single room, $24.00 for a double. These costs and Tuesday and Wednesday Luncheons shall be paid by R.I.S.E. contract. If breakfast and dinner are eaten at the Holiday Inn, these may be charged to your room up to a maximum of $10.00/person/day.

Transportation

Recognizing the fiscal difficulty in which most Centers find themselves, R.I.S.E. can support transportation costs up to $150.00 per Center and will reimburse up to that maximum for real costs upon receipt of full expense record.

Airplane

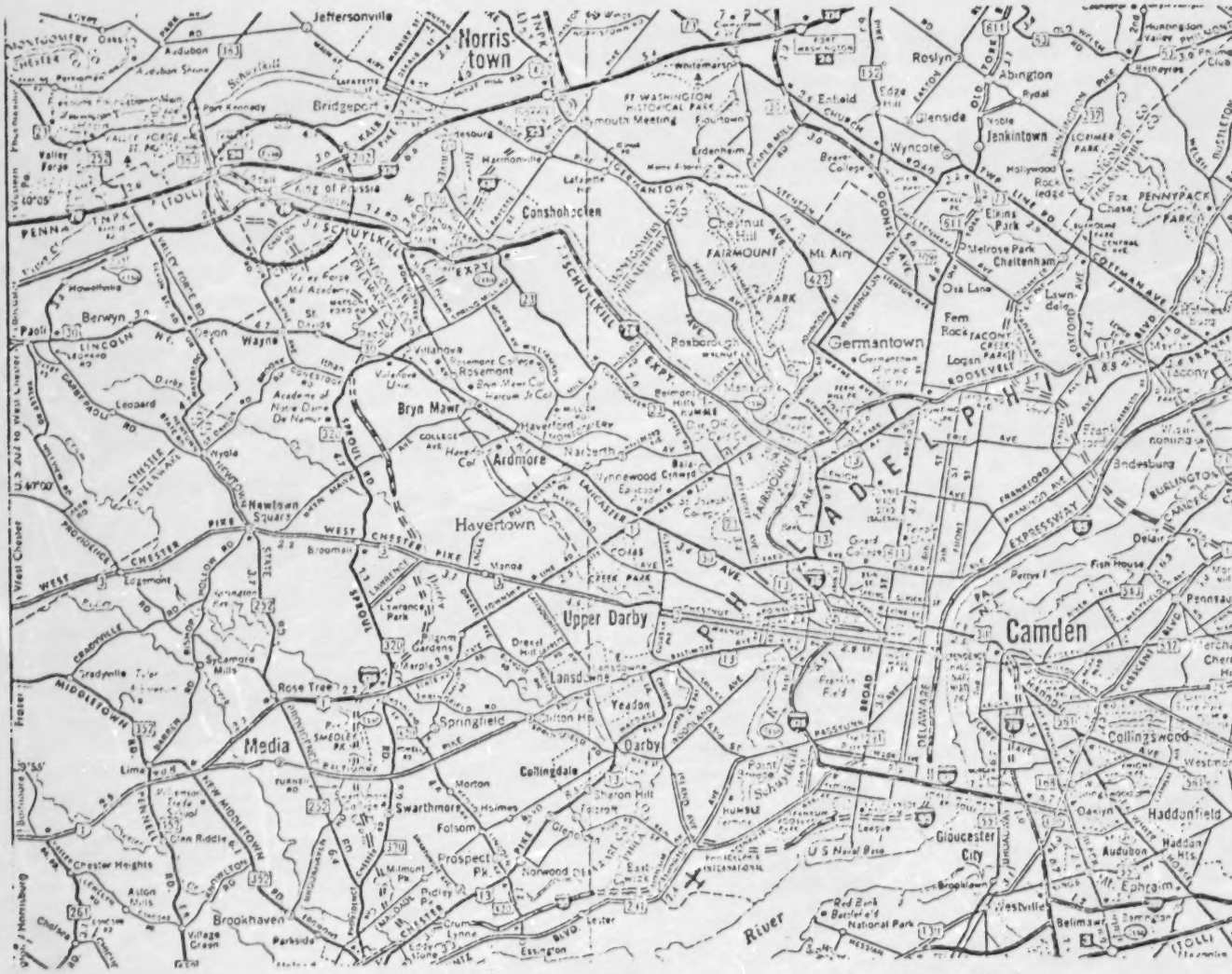
Limousine service is available to King of Prussia Holiday Inn from Philadelphia International Airport on a regular basis. (Travel time is approximately 1 hour.) Walter's Limousine Service will transport participants to the motel.

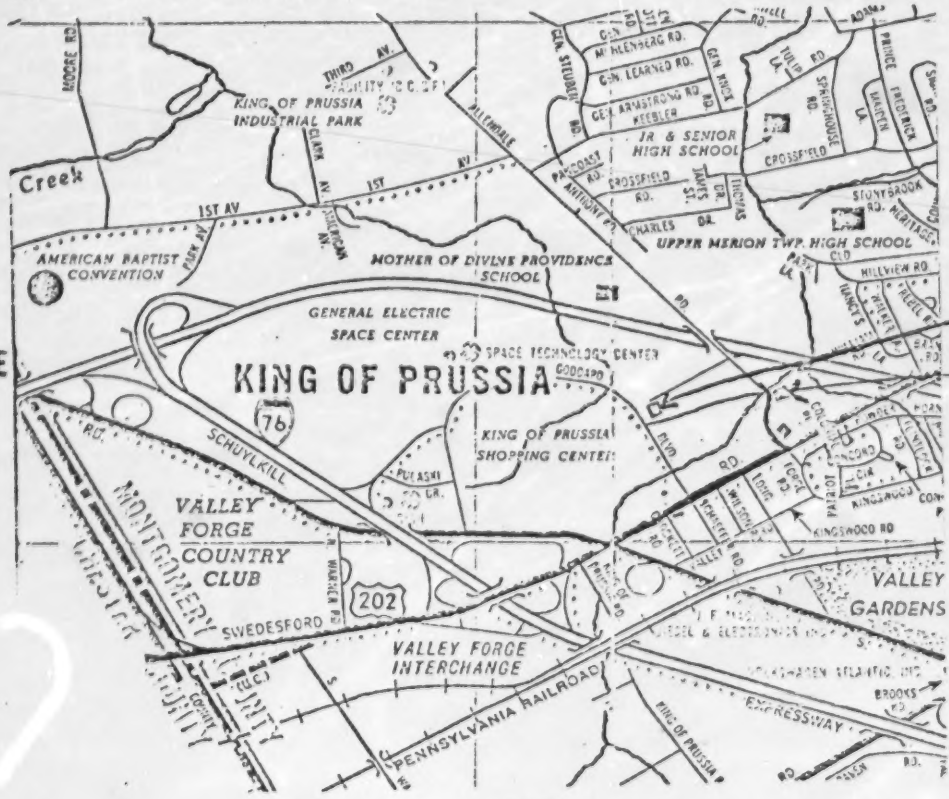
Automobile

King of Prussia Holiday Inn can be reached via the Pennsylvania Turnpike, Schuylkill Expressway and Route 202 via I-95 from most southern points. See attached maps.

Train

Participants arriving by train will have to make several connections. A local commuter service from the Penn Central Station at 30th Street Station Philadelphia will provide passengers with service to Paoli, Pa. From there, taxi service would be needed to King of Prussia, Pa. Transportation by train is not recommended.





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Tentative Conference Schedule

December 11 and 12, 1973

Discussion sessions will be held

Tuesday	-	9:00 a.m. - noon
		1:30 p.m. - 4:30 p.m.
		7:00 p.m. - 9:00 p.m.
Wednesday	-	9:00 a.m. - noon
		1:30 p.m. - 2:00 p.m.

All discussion sessions will be held at the Holiday Inn. There will be a scheduled luncheon on Tuesday and Wednesday. Observation sessions at R.I.S.E. will run simultaneously except for the Tuesday evening session. Conferees attending the sessions will be invited to both luncheons. The above time frames are subject to modification based on expressed needs of the conferees.

Educational Information Center Conference
King of Prussia Holiday Inn

December 11-12, 1973

In planning this conference, several of the potential conferees expressed a need to discuss with their colleagues current issues of concern relative to operation, resources data bases, etc. Therefore no plans have been made for presentational sessions or outside speakers. Furthermore, though NIE will be represented by one observer, no presentations are expected by either the Dissemination Task Force or the ERIC staff. Listed below are some of the issues to be discussed. We recognize that some of these may not be of interest to the total group; however, it is hoped that the majority will see constructive involvement in the discussion of the following. Please rank 1 through 6 based on your interest.

Ranking

____ A. National Information Center Network
1. Should there be one? Why?
2. Should it be formal or informal?
3. What about "membership"?
4. How do we relate to NIE? Other specialized information networks like NDDC, SEIMC, Environmental Agencies, etc.?
5. Telecopier sharing?

____ B. Supporting the Center
1. Other sources of funds?
2. Costing and fee schedules?

____ C. Sharing Resources
1. The future of ERIC and its implications?
2. Hot Topics - can we share the burden of current awareness pre-packaged information preparation? How?
3. How can we trade acquisitions? Should we all try for a single computer compatible system?
4. What about primary document sharing? How? What about cost?
5. Can we partition journal holdings and share by photo-duplication?

____ D. Territorial Imperatives
1. Who serves whom?
2. Out of state contract - open competition or collaborative cooperation?
3. Serving special interest groups - political implications?

____ E. Politics of Information Services
1. Censorship?
2. Service or change agentry or both?

____ F. Evaluation
1. How do you know your client is satisfied?
2. How do you know your client uses the information you provide?
3. How do you measure how information service affect institution change? Staff changes? Student Outcomes? Cost/Benefits?
4. The numbers game, "what is a search" and national evaluation/policy?

The sequence and extent of discussion of the above will depend on conferee interest. If your center has operational procedures or documents on the above please bring about a dozen copies to the meeting for sharing. R.I.S.E. as host will suggest some procedural ground rules at the beginning of the conference to encourage effective dialogue. If you have other issues please list them below with "pump-primer" questions for consideration.

Other Issues for Consideration:

Please return this two-page form to:

Richard R. Brickley
Director
Research and Information Services for Education
198 Allendale Road
King of Prussia, Pa. 19406

November 12, 1973

Directory of Participants

Educational Information Center Conference

December 11-12, 1973

Attendees

Mr. Gregory Benson, Jr.
Coordinator
Education Program & Studies Inf. Services
State Education Department
Room 330
Albany, N. Y. 12224 (518)474-3639

Ms. Mary Jo Bruett
Manager
INFORMS
Iowa State Dept. of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319 (515)281-3475

Dr. John Casey
Director
Office of Management Information
N. J. State Department of Education
225 West State Street
Trenton, N. J. 08625 (609)292-8136

Dr. John Coulson
National Institute of Education
Dissemination Task Force
Washington, D. C. 20208 (202)254-5560

Mr. Alfonso J. Evans
Office of Planning & Dissemination
Planning Resources Section
1208 Rutledge Building
Columbia, South Carolina 29201 (803)758-5733

Dr.Richard K. Herlig
Director
Project Communicate
Kansas State Department of Education
120 East 10th Street
Topeka, Kansas 66612 (913)296-3136

Dr. Leo Lambert
Texas Information Service
6504 Tracor Lane
Austin, Texas 78721 (512)926-8080

Directory of Participants

Educational Information Center Conference

December 11-12, 1973

Attendees

Dr. Frank W. Mattas
Administrative Director
S.M.E.R.C.
333 Main St.
Redwood City, Calif. 94063 (415)369-1441, Ext. 4404

Dr. Raymond G.(Jerry) Melton
Associate, Planning and Coordination
Florida Dept. of Education
125 Miles Johnson Building
Tallahassee, Florida 32304 (904)488-7827

Dr. Charles Mojkowski
Director
Education Information Center
R. I. Department of Education
22 Hayes Street
Providence, R. I. 02903 (401)277-2035(as of Jan. 1, 1974)

Dr. Anne Moughon, Director
Technical Information Center
312 Education Annex
156 Trinity Ave. S. W.
Atlanta, Ga. 30303 (404)656-2569

Mr. Harry Osgood, Director
Educational Resources Center
12 Village Street
North Haven, Conn. 06473 (203)562-9967

Mr. Richard R. Brickley, Director
Research & Information Services for Education
198 Allendale Road
King of Prussia, Pa. 19406 (215)265-6056

Mr. Roy Tally
Educational Data Coordinator
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702 (608)266-2741

Directory of Participants

Educational Information Center Conference

December 11-12, 1973

Invited, But Unable to Attend

Dr. Dee Ashworth (Represented by Al Evans)(See Above)
Office of Planning & Research
South Carolina State Dept. of Education
Rutledge State Office Building
Columbia, South Carolina 29201 (803)758-2169

Dr. Marshall Frinks (Represented by Gerry Melton)(See Above)
Florida Educational Resources Information Center
State of Florida Department of Education
Knott Building
Tallahassee, Florida 32304 (904)488-6303

Mr. Ray Peterson
Council of Chief State School Officers
1201 Sixteenth Street, N.W.
Washington, D. C. 20036 (202)833-7850

Mr. Paul Ross
IES
Box 208
Bedford, Mass. 01730 (617)271-2623

Also attending were the following:

Paul Iacona, Rhode Island
Sue Milvaney - ACES
Karen Norton - ACES

These staff were provided with orientation and training opportunities with R.I.S.E. staff simultaneously with the Director's Meeting.

RISE
RESEARCH AND INFORMATION SERVICES FOR EDUCATION
198 ALLENDALE ROAD KING OF PRUSSIA, PA. 19406
215 - 265-6056

December 20, 1973

Dear Conference Participant:

Since the meeting, we understand that the CCSSO and NIE have some concerns about whether the national conference is an appropriate forum for the issues and concerns raised at our meeting. Greg has been asked to justify the need for the full steering committee to review these issues in preparation for the conference.

Your prompt attention in reviewing and reacting to the enclosed summary of the discussion would be appreciated. Please pass on any additions, deletions, or corrections to Greg Benson by phone by Jan. 4, 1974. So he can be prepared to express our concerns should the steering committee meeting be called in early January.

Know I'll hear from you soon,

Carolyn

P. S. Please forgive the formal-rather impersonal tone of this letter. In this case, social niceties took a back seat to expediency.

Highlights of Proceedings

Educational Information Center Conference
King of Prussia Holiday Inn

December 11-12, 1973

In planning this conference, several of the potential conferees expressed a need to discuss with their colleagues current issues of concern relative to operation, resources data bases, etc. Therefore, no plans were made for presentational sessions or outside speakers. Furthermore, though NIE was represented by one observer, no presentations were expected by either the Dissemination Task Force or the ERIC staff. Listed below are some of the issues suggested by R.I.S.E. as agenda items and their pre-conference ranking by potential conferees.

Ranking

1st Priority - Sharing Resources

2nd Priority - Supporting the Center

3rd Priority - Evaluation

4th Priority - National Information Center Network

5th Priority - Territorial Imperatives

6th Priority - Politics of Information Services

Because the sequence and extent of discussion depended on conferee interest the agenda was not limited to the above. R.I.S.E. as host suggested some procedural ground rules at the beginning of the conference to encourage effective dialogue.

What follows are a series of summaries of tapes, notes, and impressions as edited by R.I.S.E. Conferees are encouraged to suggest additions, deletions or corrections.

Discussion I "Status Reports"

Each conferee was asked to briefly describe changes in his center's operation since the Downingtown conference.

Fertile "new" client base found in private industry, especially those in instructional material development and management consulting (Mattas)...Expanded service area, a training manual for EIC's produced (Lambert)...Home-grown computer search system(Tally)...Study available on "Role of Extension Agents and Information Utilization", 6 volume set of ERIC Curriculum Guides, abstracts arranged by subject area, escrow account approach to fee for service (Herlig)...Statewide expansion, use of state department specialists for pre-package development (Bruett)...Impact study developed (Mojkowski)...Cable Television/DIALOG experiment (Osgood)...State Commitment to Dissemination, legislative support (Melton)...Refocus of information dissemination to SEA priorities, development of planning resource packet (Evans)... In and out of DIALOG, possible development of ERIC Search delivery system through state library network (Casey)...Just getting started (Moughon). Decentralizing

some center activities in pilot, i.e. local districts provide part-time professional staff for search/retrieval/dissemination function (Benson)

Ed. Note: It seems that use of ERIC and a "service/change" tie us together. But we grow more idiosyncratic as we expand.

Discussion 2 "Sharing Resources"

General Items:

Some question regarding future of ERIC. NIE seems to be suggesting movement toward media, MIS data, etc. However, ERIC is not now expanding proportionately with information explosion or user needs in the limited area of programmatic fugitive data. Too much invested in system to tolerate radical modification. We would encourage additions in format and content.

Consensus for putting our efforts into strengthening ERIC by document submission, encouragement of ERIC to improve holdings and technical processing rather than formalizing an alternative informal national acquisition system. No single center could afford such an operation in a centralized manner. However this should not preclude some sharing of primary documents among centers.

Center resources of the following types should be shared:

Catalogs or other surrogate inventories of each center's holdings.

Primary documents i.e., fugitive documents, unique "finds", locally produced materials, in hardcopy or microfiche.

Journals indexed by C.I.J.E. could be partitioned so that each center maintains a core collection but each would hold a discrete peripheral collection and share by photo-duplication and transmission by telecopier.

Pre-packaged/PREP-type Information Analysis Products to avoid duplication of effort on "universal need" consensus.

Search strategy compilation could assist in "difficult" searches; though diversity of computer retrieval software may deter this; at least attempts should be made to share unique descriptor set usage for "tough searches"

Standards for products/services may need to be established to insure quality control and also assist in effective articulation among centers (i.e., What constitutes a "pre-pak", "UNIPAC", etc.) as well as to provide uniform reporting referents to policy-makers?

Because of the diversity in staff and skill resources among the various centers regarding sophistication some centers may have more to "give" than others; a feeling was expressed that "reciprocal trade-offs" may be possible, but that centers might best buy resources from each other, thereby eliminating inequalities of contributions. However, about half of the centers indicated they were presently

unable to accept payments for products because of bureaucratic restrictions.

Operational and managerial concerns also suggest sharing process (i.e., training, evaluation, fee-structure, and P.R. policies and techniques). This could well include frequent interchange of forms, questionnaires, etc.

Specific Items:

Centers represented agreed to place each other on their newsletter mailing list.

South Carolina, New York and Florida, as members of the steering committee of the CCSSO/NIE Secretariat Project agreed to press for CCSSO being responsible for a newsletter to all state representatives and centers through which resource could be announced and thus shared. Dick Herlig (Kansas) agreed to serve as volunteer editor. (See Discussion 3 below).

Each conferee will immediately inventory their center's resources and provide to Dick Herlig by December 15th, entries in the following areas for the first issue of the newsletter:

Resources: Acquisitions, etc.
Products: Center created material, i.e., resource packets, special indexes,etc
Processes: Operational strategies, etc.
Plans: Major efforts on pre-package, etc.
Anticipated to avoid duplication, etc.

SMERC agreed to collaborate on production of joint publication, including printing, with appropriate tailored covers; also, fiche duplication from FIDO data base at 3 fiche/$1.00.

Regarding credit to originating center for re-use of that center's products, the receiving center shall acknowledge source of document in reprint; this would hold true regardless of whether the product(s) was bought or "traded" for; in the case of sub-files or collection of materials, particularly microfiche banks, these would not be reproduced en bloc, without prior approval from originating center.

It was agreed that this group of centers will actively explore the pooling of resources and expertise for the preparation of pre-packages (transformation) following agreed upon standard, the need was expressed for a subcommittee to (1) define the standard, (2) identify 12 "hot topics", (3) assign them to the center; centers not represented at this conference interested in cooperating in this venture should be welcomed. Mary Jo Bruett (Iowa) agreed to chair a committee for this purpose with the possibility of testing the standard as part of the CCSSO national meeting agenda.

Discussion 3: NIE, CCSSO, and "operating centers"

The conferees agreed that they should actively support NIE's Dissemination Task Force though provision of information about their efforts to their respective SEA's, whether the center is state agency based or not, and whether or not the center serves as the state liasion to the CCSSO

Secretariat. However, the group felt that communication from CCSSO had been limited at best and sought a return to the openess characteristic of NCEC.

Reason demands that if NIE anticipates changes in ERIC that centers should be given the opportunity to react to plans along with other ERIC USERS;

NIE has a responsibility to provide leadership in improving dissemination practice; this includes a role of arbitrating disputes among centers over intrastate service areas, protecting developmental activities from excessive commercialization and specifically to provide early in 1974 a report on what has resulted from and what has been learned from experiences to date in national education information dissemination activities.

We need to pursue how NIE and CCSSO plan to respond to information centers as a group, particularly regarding ERIC changes and other plans for dissemination.

The whole concept of networking of information centers on a national scale is a proper area of concern for NIE, perhaps through CCSSO.

We will strongly encourage CCSSO, through the steering committee to undertake a coordination role of sharing of resources among centers. The first step in this process is to have CCSSO provide a communication vehicle through a newsletter, and input to the agenda for the national conference.

There is a need for a mechanism for operating centers to provide feedback to NIE through some committee or group that will be acceptable as being representative.

We will pursue with CCSSO the formulation of a sub-group within CCSSO for the special interests of information centers. Failing that contingency plans will be developed with such options of formulation under ASIS or establishing an independent group.

We may need to establish a professional organization/association to deal with such matters as standards and to further the development of a national network - or to pursue our group becoming a special interest group under ASIS umbrella.

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
Hayes Street, Providence, Rhode Island 02908

Fred G. Burke, Commissioner

December 14, 1973

Mr. Richard R. Brickley
Project Director
Research and Information
Services and Education
198 Allendale Road
King of Prussia, Pennsylvania 19406

Dear Dick,

I feel obliged to write you to convey my appreciation for your national leadership in bringing the directors of existing information centers together at your center on December 11 and 12. In my judgment, the meeting was the most valuable one I have attended with respect to information dissemination.

As a result of that meeting, it appears that education information systems have reached a new plateau of sophistication at which we can pursue more substantive issues than have been addressed in the past. It is unlikely that such a plateau would have been reached without your meeting.

It is for all of us now to insure that we continue to move ahead in this area.

Sincerely yours,

Charlie

Charles Mojkowski
Coordinator
Support Services

CM/pmd

a.c.e.s.

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12 VILLAGE STREET - NORTH HAVEN, CONNECTICUT 06473
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EDUCATIONAL RESOURCES CENTER

December 14, 1973

Mr. Richard R. Brickley
Director - Project R.I.S.E.
198 Allendale Road
King of Prussia, Pennsylvania

Dear Mr. Brickley:

This letter is a follow-up to the conference held on the 11th and 12th of this month at R.I.S.E. I share the view that the conference was the most productive that I have attended in the area of information-dissemination. I particularly found the format to be such that participants were given ample opportunity to share both expertise and concerns.

Such a gathering of those involved in information services across the country has been necessary, I believe, for some time. I feel that need was perceived by all attendees.

I hope that one major outcome will be that the ground has now been broken for the beginnings of a national network aimed at the very savings in time, effort and expense for which we have each, individually, organized.

I would also commend your very capable staff for a job well done. You are very fortunate to have such a cooperative and enthusiastic staff with which to work. Please extend to all both my regards and greetings for a happy holiday season.

Sincerely yours,

Harry W. Osgood
Director - Educational Resources Center

HWO/bg

State of New Jersey

DEPARTMENT OF EDUCATION

225 WEST STATE STREET

P. O. BOX 2019

TRENTON, NEW JERSEY 08625

DIVISIONS OF RESEARCH, PLANNING AND EVALUATION/FIELD SERVICES

December 20, 1973

Mr. Richard Brickley
RISE
198 Allendale Road
King of Prussia, PA 19406

Dear Dick:

Congratulations on an excellent dissemination conference. I thought that the meeting in King of Prussia on December 11-12, was one of the best in recent memory.

I am hopeful for the future of the dissemination interests and efforts we share.

Please extend my best wishes and sincere appreciation to Mrs. Trohoski and all of your fine staff.

Sincerely,

John J. Casey
Director, Office of Management Information
(Acting)

ACES TRAINING SESSION

C = Church
E = ERC

Leave 9:00 a.m. Tuesday

RETA

Time/Location	Item	Personnel	Activity	Materials & Supplies
8:00-9:00/C	Arrival	ACES	Coffee, Doughnuts/Collect Completed Trainee forms	Coffee, doughnuts; blank training forms, registration, name tags, agenda-folders, handouts - R.I.S.E. handouts
9:00-9:30/C	Orientation	RRB	Exploration of Dissemination/ Diffusion	Flip Chart
9:30-9:45/C	RUS Role Definition	RRB	Explanation of Linkage RISE/RUS Experiences; Advantages re: "door-openers" "coordination" "problem-solving" "planning"	Havelock Overheads (O.H. Projectors/ Screen)* RISE RUS Speech
9:45-10:30/C	ERC Resource System	RRB	ERIC Explanation - "Resource System"	ERIC OH's/ERIC Slides; ERIC I.Q. Test Oherhead; I.Q. Test Answers (handouts) ERIC Information Pkg. (NIE)
		Harry	Non-ERIC Resources, Human Resources UNIPACs	?
10:30-11:15/C	Search Strategy	Carolyn	Explanation of setting search parameters, Boolean logic, etc.	O.H.'s
11:15-11:30/C-E	Site Shift	All	Move from Church to ERC	--
11:30-12:00/E Walk-Time?	DIALOG Demo	Jan	Demonstration of DIALOG using CVT's search question	DIALOG Terminal/(Slave CRT)* B&H + 2 micro-Scan Readers
12:00-12:30 (optional)	Search Walk-through	Searchers	Review Search Process; answer questions	Neg. Record (completed) Back-up DIALOG Strategy

Time/Location	Item	Personnel	Activity	Materials & Supplies
12:30-1:45/C	Lunch	All	Catered Lunch	ACES makes these arrangements
1:45-2:15/C	Exemplary Negotiation	Carolyn & RRB	Explanation of "What is a good negotiation?" and negotiation demo	Neg. form; Thesaurus, Outline "What is a good negotiation?" (Handout) (Question)
2:15-3:30/C	Negotiation Simulation	All (RRB + Harry + RISE Staff + Andrea & Bev as trainers)	Each trainee plays role of client and RUS, then trainer critiques performance	"Client Role"; "Negotiator's Role"; 2 case studies, ACES Negotiation Form; Thesaurus; Evaluation of Negotiation; Tablets & Pencils work station - Cokes & Pretzels
3:30-4:00/C	Reporting Formats	Harry	Explanation procedures & Reforms	?
			R.I.S.E. Leaves	

APPENDIX V

RISE BIBLIOGRAPHIES

Accountability in Fles Programs	738-2-72
Homogeneous vs. Heterogeneous Grouping	331-2-69
Learning Outside the Classroom	860-4-73
Mini-Courses for Senior High	602-3-71
Sexism in the Schools/K-12	346-3-74
Teacher Utilization of Curriculum Guides	519-2-71

ORIGINAL LAPS

RF 000 001	Heat & Light Are Forms of Energy/Science/Grade 5	1974
RF 000 006	Animals on Parade/Science/Grade 1	1974
RF 000 008	The Beginning of Writing/Language Arts/Grade 7	1974
RF 000 012	Keepsakes to Treasure for A Lifetime/History/Gr.5-12	1974
RF 000 015	Three Step Multiplication/Mathematics/Grade 4	1974

OTHER SOURCES

RF 000 023 Reproduction/Science/Grades 6-7-8

RF 000 033 Making A Leaf Collection/Science/Grades 6-7-8

RF 000 028 English Course of Study/English/Grade 9

UN 002 528 Advantages & Disadvantages of Using Convenience Foods/Home Econ./Secondary

Un 000 735 Exploring Some Number Mysteries/Mathematics/Secondary-Senior